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Behavior Contracts

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The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

Jim's Hints for Using...**Behavior Contracts**

Behavior contracts can be useful when the student has behavioral problems in school locations *other* than the classroom (e.g., art room, cafeteria). Once a behavior contract has proven effective in the classroom, the instructor can meet with the student to extend the terms of the contract across multiple settings. Adults in these other school locations would then be responsible for rating the student's behaviors during the time that the student is with them.

For example, a goal may be stated in the contract that a student "will participate in class activities, raising his hand, and being recognized by the classroom or specials teacher before offering an answer or comment." Art, gym, or library instructors would then rate the student's behaviors in these out-of-class settings and share these ratings with the classroom teacher.

Steps in Implementing This Intervention

The teacher decides which specific behaviors to select for the behavior contract. When possible, teachers should define behavior targets for the contract in the form of positive, pro-academic or pro-social behaviors. For example, an instructor may be concerned that a student frequently calls out answers during lecture periods without first getting permission from the teacher to speak. For the contract, the teacher's concern that the student talks out may be restated positively as "The student will participate in class lecture and discussion, raising his hand and being recognized by the teacher before offering an answer or comment." In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioral contract.

The teacher meets with the student to draw up a behavior contract. (If appropriate, other school staff members and perhaps the student's parent(s) are invited to participate as well.) The teacher next meets with the student to draw up a behavior contract. The contract should include:

- a listing of student behaviors that are to be reduced or increased. As stated above, the student's behavioral goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance. The teacher should also select target behaviors that are easy to observe and verify. For instance completion of class assignments is a behavioral goal that can be readily evaluated. If the teacher selects the goal that a child "will not steal pens from other students", though, this goal will be very difficult to observe and confirm.
- a statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors. For example, a contract may state that "Johnny will add a point to his Good Behavior Chart each time he arrives at school on time and hands in his completed homework assignment to the teacher."

- the conditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards. A contract may state, for instance, that "When Johnny has earned 5 points on his Good Behavior Chart, he may select a friend, choose a game from the play-materials shelf, and spend 10 minutes during free time at the end of the day playing the game."
- bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional 'pay-off' for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.
- areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the instructor may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student's parent(s).

Troubleshooting: How to Deal With Common Problems in Using Behavior Contracts

Q: *What do I do if I find that the behavior contract fails to work?*

There may be several possible explanations why a behavior contract is ineffective:

- Students may not be invested in abiding by the terms of the contract because they did not have a significant role in its creation. If this is the case, students should be consulted and their input should be incorporated into a revised contract.
- The rewards that can be earned through the contract may not sufficiently motivate students to cause them to change their behavior. The teacher should review the list of rewards with students, note those rewards that students indicate they would find most appealing, and revise the reward list to include choices selected by the students.
- Points and rewards may not be awarded frequently enough to motivate the student. Each person reacts in his or her own way to reward systems such as behavior contracts; some must have rewards delivered at a frequent rate in order for those rewards to have power sufficient to shape these students' behavior. The instructor can try altering the contract to increase the rate at which points and rewards are given to see if these changes increase student motivation to follow the behavior contract. (NOTE: Once the behavior contract proves effective, the teacher can gradually cut back the rate of rewards to a level that is more easily managed.)

Q: *How do I respond if the student starts to argue with me about the terms of the contract?*

It is not unusual--especially when a behavior contract is first introduced--for the teacher and student to have honest disagreements about the interpretation of its terms. If this occurs, the teacher will probably want to have a conference with the student to clarify the contract's language and meaning. Occasionally, though, students may continue to argue with the instructor about alleged unfairness in how the teacher enforces the contract--even after the teacher has attempted to clarify the contract's terms. If the student becomes overly antagonistic, the teacher may simply decide to suspend the contract because it is not improving the student's behavior. Or the instructor may instead add a behavioral goal or penalty clause to the contract that the student will not argue with the teacher about the terms or enforcement of the contract.

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Critters!: Rewarding Positive Behaviors

View Critters! Reward Slips:

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This intervention rewards students for positive behaviors. It can be used with small groups or your entire class. Critters provides children with prize slips that they can redeem with the instructor for classroom privileges. This strategy uses the element of surprise and imaginatively designed reward slips as additional student motivators.

Materials

- Critter Prize Slips Sheet [web page; pdf document]

Preparation

- **Define a set of classroom behavioral expectations.** With input from your students, define a set of up to five expectations for appropriate conduct. These expectations should be stated in positive terms (as do rather than don't statements). It is a good idea to select a mix of academic (e.g., Come to class on time, prepared, and ready to learn) and behavioral (e.g., When passing through the hall, walk in single file with hands and feet to self) goals. Define these expectations in terms that your students can easily understand and post them around the classroom so that students can review them as needed.
- **Generate list of classroom privileges for which Critter Slips can be redeemed.** Decide what classroom privileges a student can earn with Critter Slips. On a sheet or poster, list each privilege and note next to it the number of Critter Slips a student must redeem to earn the privilege. For example, you may choose to let students use one Critter Slip to purchase 5 additional minutes of free time or redeem 5 Critter Slips for the privilege of avoiding a grade-penalty for a late homework assignment. (If you are stuck for ideas, ask your students what privileges they might like to see included on your reward list.)



**Jim's Hints for Using...
Critters!: Rewarding Positive Behaviors**



Give Critter Slips Out to Other Staff to Distribute to Your Students. Here is a strategy to use if you want your students to

show the daily positive behavior in settings other than your classroom (e.g., in art, gym, music, lunch). Give the staff responsible for supervising students in these settings a handful of Critter Slips. Tell them the target positive behavior and, throughout the class or activity period, encourage these staff members to hand out slips randomly to students engaging in that behavior.

Have a 'Mystery Behavior Day'.

Tell students at the start of the day that you will be handing out Critter Slips as usual, but that you are keeping secret the positive behavior that you are rewarding. When handing out slips, say to the receiving students something like: "Nice job. Here is a Critter Slip. Think about why you received it!". At the end of the day, ask students who had received Critter Slips to guess the positive behavior that you had selected as the theme for that day.



Customize Reward Slips to Support Curriculum. You may want to create your own

Steps in Implementing This Intervention

Step 1: Introduce Critter Slips. Reserve 10 minutes of class time to inform students about the Critter Slips intervention:

- Announce to the class that every day you will select a different behavioral expectation to reward from the posted list. (Take a moment to review these expectations briefly with the students.)

- Tell students that-throughout the day-you will randomly reward children who engage in the day's target behavioral expectation with a Critter Slip.
- Show students the list of privileges that you have assembled for which they can redeem Critter Slips. Explain to them your terms for when and how frequently they can redeem slips (e.g., at the end of each day; just before lunch period on Fridays).
- Emphasize that-as the classroom teacher-you are the sole and final judge of how many Critter Slips are handed out daily and when and how they can be redeemed.



customized reward slips to link them thematically to the curriculum that you are teaching. If you are presenting a unit on African wildlife, for example, you might make up slips that depict representative animals from the savannah ecosystem. For a unit on American presidents, you could hand out reward slips featuring the faces and names of lesser-known Chief Executives to help children better to remember them.

Step 2: Start the Intervention. On a daily basis:

- Select a behavioral expectation from the posted list. Announce to students that you will be 'secretly watching' for examples of this positive behavior. Tell students that, maybe, when they least expect it, they could earn a Critter Slip!
- Put a predetermined number (e.g., 10) of Critter Slips into your pocket. During the day, make a point to hand out all of the slips to students displaying the target behavior. Be impartial: Avoid favoring any group of students when giving out slips! Each student receiving a slip should write his or her name on it and store it in a safe place until he or she is ready to redeem it.
- At whatever time interval you have set with the class, give students the chance to redeem their Critter Slips for privileges or rewards. (Some teachers are comfortable letting students redeem slips whenever they choose while other instructors prefer the structure of a pre-set 'slips redemption time'.)



Alter the Reward Slips for Older Students. The Critter Slips program is suitable for older students as well as for younger children. Since 'cute' Critter Slips may put off middle and high school students, though, you can replace them with reward slips that resemble currency. Some inventive teachers even go so far as to create 'classroom bucks', fake dollar bills that display their face and name. Older students collect these 'dollars' as avidly as smaller children seek Critter Slips!

Step 3: Fade Critter Slips Intervention.

- Once you have found the Critter Slips program to be effective and stable for several weeks, you can begin to 'fade' it. Begin by handing out successively fewer slips each day. (For example, over a three-week period, you might gradually reduce the number of slips rewarded to the class from 10 to 4 per day.)
- Next, you can randomly pick days (e.g., once per week) when the intervention is not used. Slowly taper the program off until you are implementing it only occasionally (e.g., once every two-three weeks). If student behaviors begin to worsen during the fading period, put the program back into effect at full strength until behaviors improve. Then repeat the fading process, this time at a somewhat slower pace.



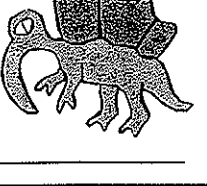
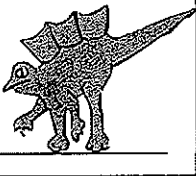
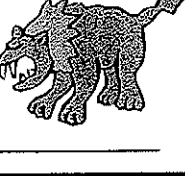
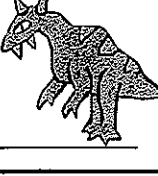
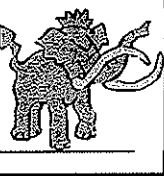

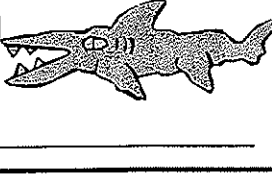
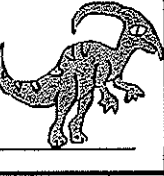
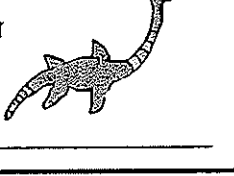
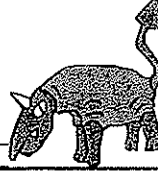
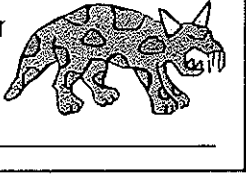
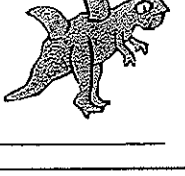
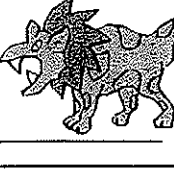
Troubleshooting

Students hoard their slips instead of redeeming them. In general, don't worry too much if children in your room refuse to spend the reward slips that they have collected. So long as the slips themselves motivate these students to model good behaviors, your intervention will probably achieve its desired effect. Perhaps you are concerned, though, that students are hoarding slips in order to cash them in eventually for an unusually large prize that might be difficult to accommodate (e.g., 45 minutes of continuous free time). To prevent such an occurrence, you might place modest restrictions on students' redeeming of slips. For example, you might announce that students can redeem no more than 10 slips on any one day.



Students argue about the terms for redeeming reward slips. Generally, you can expect Critter Slips to go off without a hitch as a classroom behavioral strategy. Of course, you should not be surprised if initially students engage in a bit of 'testing' behavior--pleading, wheedling, negotiating, and complaining--when they redeem reward slips. If you are firm, consistent, and fair in implementing the program, this testing behavior should vanish quickly. Once in a while, though, you may encounter a chronically oppositional student who regularly argues with you about the conditions for cashing in his or her reward slips. In this case, you can inform the student that you will fine him or her a reward slip for each time that he or she argues with you.

Teacher Directions: Hand out these reward slips to students who are displaying positive behaviors. (For a full explanation of this behavioral intervention, visit the "Critters!" web page at <http://www.interventioncentral.org>)

<p>CRITTERS! Date: _____</p> <p>To: _____</p> <p>Congratulations on good behavior!</p> <p>From: _____</p> 	<p>CRITTERS! Date: _____</p> <p>To: _____</p> <p>Congratulations on good behavior!</p> <p>From: _____</p> 	<p>CRITTERS! Date: _____</p> <p>To: _____</p> <p>Congratulations on good behavior!</p> <p>From: _____</p> 
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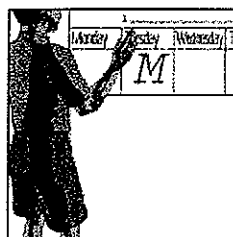
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Mystery Motivator

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This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Materials:

Mystery Motivator Chart
Special watercolor markers (including 'invisible' marker)*

Jim's Hints for Using... Mystery Motivator



Substitute Paper Slips for Special Markers.

Students find it very motivating to color in chart blanks to uncover a hidden prize symbol. However, the teacher who does not have special "invisible ink" markers readily available can substitute envelopes and folded slips of paper. At the start of the week, the teacher takes five envelopes and writes one of the days of the week on the back of each. The teacher then takes five slips of paper. For each day (e.g., 3) that child can earn a reward, the teacher writes the letter "M" on the slip. The remaining slips are left blank. The teacher then folds all slips in half, randomly mixes them up, seals them into the envelopes, and stores them securely. Whenever the student or class meets the behavioral criteria, the teacher retrieves the envelope with the current day written on it and hands it to a student to open. If the letter "M" appears on the slip inside, the student or class can choose a reward from the reward menu.

Preparation:

- Develop a reward menu for the individual or class targeted for this intervention. (NOTE: For suggestions on how to create a reward menu, see *Creating Reward Menus that Motivate: Tips for Teachers*.)
- Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.
- Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day).
- Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the *Mystery Motivator Chart* (e.g., all homework turned in; fewer than 2 teacher reminders to pay attention during reading group).
- Prepare the *Mystery Motivator Chart*.
- First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behaviors improve).
- Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter "M" into the chart blank with the invisible-ink pen.
- Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points).

that appear in the Bonus Points box on the *Mystery Motivator Chart*). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

Steps in Implementing This Intervention:

Step 1: Introduce the Mystery Motivator program to students:

- Explain that students will have the chance to earn rewards for good behavior.
- Review the behaviors that you have selected with students. Use demonstration and modeling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.
- Introduce the *Mystery Motivator Chart*. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward-but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., "If you turn in all of your classwork assignments by 2 p.m., you will be allowed to color the daily blank on the chart.")
- Let students know that the magical letter "M" (for Mystery Motivator) has been secretly placed in some (but not all) of the chart squares. If the student reveals the "M" as he or she fills in the chart, the student can select a reward from the reward menu.

Step 2: Start the Mystery Motivator intervention. At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the *Mystery Motivator Chart*. Permit the student or class to color in the chart blank for the current day, using the special markers.

- If the magic letter "M" appears, the student or class can select a prize from the prize menu.
- If the magic letter "M" does not appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the *Mystery Motivator Chart* tomorrow.

Step 3: At the end of each week, determine whether the student or class has met criteria to fill in the Bonus Points box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

Troubleshooting:

The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator Chart (e.g., by coloring beyond the borders of a given day's chart blank in hopes of revealing whether the next day's blank contains a magic letter), consider suspending them from the game for a day as a consequence.

A student attempts to undermine a team's performance. Occasionally, a student may misbehave deliberately in order to prevent the class from earning a chance to fill in the Mystery Motivator Chart. If this happens, you can designate that student to be a "team of one". While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in a position to sabotage the chances of others to earn reinforcement.

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* You can purchase invisible ink pens (with "revealer" ink) on-line from the S.S.Adams Company, a manufacturer of novelty gifts. Visit

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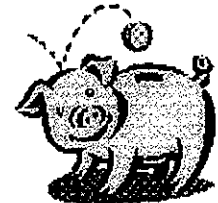
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Creating Reward Menus That Motivate: Tips for Teachers

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Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions. Reward systems are usually most powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful choice of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward.



However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Creating a 'Reward Deck.' A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices typically available in school settings. (Instructors can use the comprehensive sampling of possible school rewards that appears in the next section: Jackpot! Ideas for Classroom Rewards.). From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.
2. The teacher writes out acceptable reward choices on index cards--to create a master 'Reward Deck'
3. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)
4. The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward a lot, (b) likes the

Jim's Hints for Using... Classroom Rewards



When Choosing Rewards, Apply the '3 Tests': Choosing rewards to use as incentives for a student intervention may seem simple and straightforward. A reinforcer, however, probably will not be successful unless it passes three important tests:

- **Acceptability Test.** Does the *teacher* approve of using the reinforcer with this child? Are *parent(s)* likely to approve the use of the reinforcer with their child?
- **Availability Test.** Is the reinforcer *typically available* in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?
- **Motivation Test.** Does the *child* find the reinforcer to be motivating?

reward a little, or (c) doesn't care for the reward. The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as well.

5. (Optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.

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Towards Positive Behavior

Name: _____

Week: _____

Goal(s)

Day of the Week	Number of Times My Goal Was Met (Use Tally)	Teacher Signature or Initials	Parent Signature or Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

On Target

Name: _____

Date: _____

Target Behavior:			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

On Target

Name: _____

Date: _____

Target Behavior:			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Positive Behaviors

Name: _____

Date: _____

Goal or Rule (List below)	☺	☹
	AM	
	PM	
	AM	
	PM	
	AM	
	PM	
	AM	
	PM	

Totals for the Day: _____

Student Comment: _____

Race to 20!

Name: _____

Date: _____

Goal(s)

Signature

Race to 30!

Name _____

Date _____

Goal(s)

Signature

<http://specialed.about.com>

COUNTDOWN – I CAN DO IT

I Raised My Hand 😊										Whoops, I Spoke Out ☹️									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

COUNTDOWN – I CAN DO IT

I Raised My Hand 😊										Whoops, I Spoke Out ☹️									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

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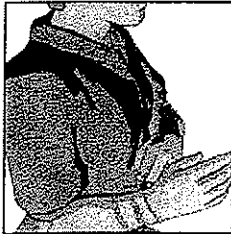
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'Rubber-Band' Intervention

[View Student 'Rubber
Band Challenge' Chart](#)
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Teachers often find it difficult to monitor the frequency of problem student behaviors. In this clever behavior-management strategy, the teacher uses keeps track of student behaviors using rubber-bands placed around the wrist.



Materials:

Rubber-bands
Simple student self-monitoring chart

Preparation:

- Develop a reward menu for the individual selected for this intervention. (NOTE: For suggestions on how to create a reward menu, see *Creating Reward Menus that Motivate: Tips for Teachers*.) Decide how many points that you will require the student to earn to 'buy' specific rewards.
- Review with the student the kinds of disruptive classroom behaviors (e.g., talking out, out of seat, approaching other students at inappropriate times, etc.) that you are targeting to be reduced. Give the student clear examples of each problem behavior.
- Introduce the rubber-band monitoring intervention (described below), making sure that the student fully understands the procedures and criteria for success.

Jim's Hints for Using...

Rubber-Band Intervention



Use Rubber-Bands of Different Colors to Track Multiple Students. If you like this intervention and are up to the challenge,

you can track the behaviors of at least two students by putting rubber-bands of varying colors on your wrist-with specific colors matched to specific students. When you must approach a particular student, you simply move a rubber-band of that student's color to your other wrist.

Steps in Implementing This Intervention:

Step 1: During the period of the day that monitoring is in effect, put up to 6 rubber-bands around one wrist at the start of each half-hour. Each time that you must verbally remind or prompt the student about his or her behavior, transfer a rubber-band from one wrist to the other.

Step 2: At the end of each half-hour, count up the number of rubber-bands remaining on the original wrist. If at least *one* rubber-band remains, your student earns a '+' rating for that half-hour.

Step 3: Briefly approach the student at the end of each half-hour to review his or her behavioral performance and (if earned) to have the student add a '+' to a simple monitoring chart taped to the student's desk.

Step 4: When the student has earned a sufficient number of '+' points, allow the student to redeem

those points for a reward.

Step 5: As your student's classroom behaviors improve, gradually reduce the number of rubber-bands that you place on your wrist at the start of each monitoring period-until you have only 1-2. At that point, you can consider discontinuing this strategy or using it only intermittently.

References

Thanks to Wendy Smiley and other members of the Elmwood School (Syracuse, NY) School-Based Intervention Team for sharing this intervention idea.

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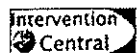
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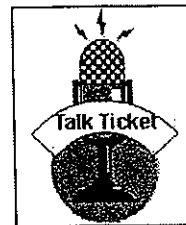
Talk Ticket

View Talk Ticket: Short Form, Talk Ticket:
Intermediate Form, Talk Ticket: Long Form,
Reflective Planner

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Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.



Materials:

- Copy of the appropriate "Talk Ticket" form (*Talk Ticket: Short Form, Talk Ticket: Intermediate Form, or Talk Ticket: Long Form*)

Preparation:

If you choose to use the Intermediate or Long Form of the Talk Ticket, which lists several trusted adults that the student might choose to meet with, you will need to check in with these professionals prior to starting the intervention to describe the intervention to them and obtain their permission to be listed as contacts.

Steps in Implementing This Intervention:

Step 1: From the sample forms that accompany this intervention description, choose a version of the Talk Ticket form that best suits your needs.

Step 2: Meet with the student privately to introduce the Talk Ticket intervention. Tell the student that, when an upsetting incident occurs that the teacher cannot immediately meet with the student to discuss, the student will be given a "Talk Ticket." This ticket will guarantee that the student will be able to meet with a trusted adult to debrief about the incident -but at a time that will not interfere with instruction.

Step 3: Whenever you note that the student is upset about an event or issue but you not have time to meet immediately with the student to discuss the situation, write out a Talk Ticket that notes a time and location for the student to meet with a trusted person (e.g., you, school counselor, administrator, teacher) to problem-solve about the issue.

Step 4: Be sure that the student is allowed to 'redeem' his or her Talk Ticket at the time noted! If you have listed several adult contacts in the school whom the student might choose to meet with, you may decide to let the student work down the list, checking in with each of the adults listed until the

Jim's Hints for Using... Talk Ticket



Take the Time to Talk... This intervention will probably be most effective if the adult who debriefs with the student is able to use a structured problem-solving approach to help the student reflect on (1) what factors led to the problem in the first place and (2) how he or she might avoid such problems in the future. If time allows, consider using the Long Form version of the Talk Ticket and have the student fill out the "Talk Ticket Reflective Planner" as well.

student finds one who has time to meet with him or her.

Step 5 (Optional): After the student meets with an adult to talk about the upsetting situation, you might choose to have the student complete the "Talk Ticket Reflective Planner" form. Or the student and adult can complete this form together as part of their conference.

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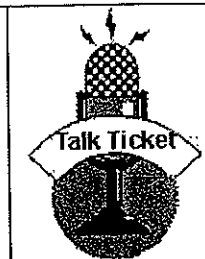
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Talk Ticket

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):



1. _____
2. _____
3. _____

The conversation will take place on (date/time) _____

The student will talk with the adult about the following incident or concern:

The student will:

- Describe what happened
- Talk about what role he or she played in this event
- Think of other positive things that the student could have done to bring about a better outcome
- Think of other positive things that the teacher or other people could have done to bring about a better outcome
- Come up with appropriate 'next steps' that the student could take to improve the situation.

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.